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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on strategic thinking through writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

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Learning Package #37

Strategic Thinking through Writing

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OVERVIEW

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Strategic Thinking Through Writing

by Zhang Hong

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

To study writing in terms of a faddish word like "strategic" is but to re-examine an old issue from a new perspective. Being part and parcel of the literacy package, writing itself did not receive sufficient attention from either researchers or educators until the last decade. Thanks to developments in the studies of cognitive psychology and learning theory, recent years have witnessed an increasing interest in the application of new ideas to the studies of reading and writing in relationship to thinking and knowledge development. As a result, writing studies have become more and more a focal issue not only in literacy education, but also in the development and empowerment of our children as future citizens in a democratic society.

Based on this understanding of writing, strategic thinking in this lecture represents both technical and political issues in writing education. This lecture is my attempt to think through some of these issues. In the first half, we will look at the definition and connotation of "strategic thinking." In the second half, we will

examine the relationships among strategic thinking, writing, and intellectual development.

A review of the recent literature in education reveals that the term "strategy" has been used with increasing frequency in the discussion of reading, writing, and learning. Clustered with several other terms, it often appears in contexts such as "learning strategies," "thinking strategies," "problem-solving strategies," etc. It seems that everything requires strategies. The prevalence of the concept of "strategy" is not simply a phenomenon of fashion, but rather a change in our mode of thinking and perspective in terms of education. It is a sign of a new trend of development in education which is geared more toward the goal of intellectual as well as cognitive advancement on the part of the learner. Many research studies and experiments have demonstrated that instruction in strategies helps students become independent learners in a shorter period of time. Additionally, strategy instruction also solves problems such as intelligence and knowledge deficits which have not responded to conventional teaching methods. This is particularly true with learning disabled students.

By "strategic thinking," I really mean thinking in a strategic way, or thinking with strategies. Or, simply put, it is careful

thinking with certain goals and purposes. Before taking our discussion any further, it will be helpful to review our conception of the term "strategy."[1] In an article on the instruction of skills and strategies in reading, Duffy and Roehler (1987) define strategy in comparison with skills:

> Strategies are plans readers use flexibly and adaptively, depending upon the situation. Skills, in contrast, are procedures readers overlearn through repetition so that speed and accuracy are assured every time the response is called for.

Thus defined, the term "strategy" has the significance of "meta-skills," signifying and implicating a complicated process of metacognition. It is a self-conscious and controlled learning process in which the learning subject takes an active part by being engaged in thinking, readjusting to the goal, and monitoring and adjusting techniques or skills to achieve the goal.

According to the definition quoted above, there are two conditions necessary for one to be strategic. First is the condition that the individual must know the purpose of what s/he is doing. The individual must know what the goal is, what the end of a

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[1]. For further discussion concerning strategies please refer to 1989 ERIC/RCS Learning Packages #8 "Applying Various Comprehension Strategies;" and #9 "Using Skills and Strategies."

certain activity is. Second is the necessary mastery of some basic skills or techniques which can be applied consciously and flexibly for various purposes. Without having met these two conditions we cannot talk about being strategic; to be strategic, one has to be goal-oriented and process conscious.

Writing is not simply putting speech into words. Although both speaking and writing are processes of representation, or dialogic communication, they are quite different in their concrete mediating aspects. In speaking or in conversation, communication is carried on in the presence of both speaker and listener; they both contribute, simultaneously, to the development of the communication. Furthermore, environmental context, facial expressions, gestures of the speaker, and other non-verbal means also come into play. In our daily conversation, we often have the experience that meaning and ideas are transmitted without the use of language.

In writing, the situation is different. First of all, a specific context for communication between the writer and the reader is absent. What is produced by the writer is only the first half of the communication process. In order to initiate communication between the writer and the intended reader, the writer first must consider the questions of what to write and how to write. The text

must not only provide information, but also the necessary context for the passage of the information. Being strategic in this context, one has to be aware of both questions. As a matter of fact, the question here is not simply how to write, but how to write well enough so that the intended communication can be understood by the reader. Even for the more advanced writer, the question of the reader should be taken into consideration. For instance, writing for oneself, such as in a diary or journal, is not the same as writing a letter to a friend; writing for an adult reader is considerably different from writing for children; and writing to persuade is different from writing to express.

Therefore, writing is a multidimensional mental activity. It is a special process in which the writer is interacting with the world, the self, and others. Embedded in this process is the writer's negotiation between his or her goal of writing, the hypotheses of the intended reader, and the mediating means (style of writing, choice of words, etc.) to achieve the goal. To be strategic, then, is to put one's thinking into words which are appropriate for the intended reader.

Recognizing that writing is a thinking process does not make writing immediately become easier. Thinking only provides us with the resource for our writing activities, but not the means to

achieve the end. Given the second condition mentioned earlier, being strategic also means manipulating previously mastered techniques and skills to accomplish the goal. The literature of recent studies of writing process proves that writing involves "a variety of recursive operating subprocesses (e.g., planning, monitoring, drafting, revising, and editing)." (Applebee, 1984, pp. 582-583) Although we were taught to plan and think before we write, we do not always stick to our plan and thought. As soon as we get down to the writing process we have to, or even want to, change our plan and start over again. Our dissatisfaction with our own writing is nothing more than a dissatisfaction with the wording we have chosen for our thinking. Thought is not easy to word properly. The feeling of dissatisfaction with our own writing, particularly in the course of writing, actually helps bring our thinking/writing process to a conscious level; that is the beginning of the process of revision.

Here we might question why we do not like what we have written ourselves. One possible answer is that we have changed our minds, so what we have written is no longer a representation of our thought. Another may be that what we have in mind is not properly written. To deal with the question, let us look into the thinking process which occurs before and during writing.

As we were taught in school, planning and careful outlining are important pre-writing activities, and I believe they are good habits to maintain. However, that does not mean that a piece of good writing will develop naturally out of those activities. There is still another mediating process in between--the writing process. This process usually occasions more moments of frustration than the thinking/planning process. Thinking will not be clarified until we articulate it through writing. For instance, as I planned this lecture I thought of many different approaches, but I could not focus on one until I really started writing. In the course of my writing, I just kept thinking and debating, attempting to find the best words to articulate my thinking on the topic. Writing is a process of articulating one's thought. As a matter of fact, it is a very helpful instrument for thinking, because without concrete articulation, no sophisticated thinking is possible.

Another reason why we change our minds as we write is that how we think before we write actually is different from how we think while we write. When we are planning our writing, we normally do it in a monologic way, by which I mean that the thinking or planning is mainly from the writer's perspective. Our thinking at this stage is like an effort to bring chaos into order. At

this moment, free writing or note-taking or journal writing may be very helpful to us in grasping ideas and shaping our thoughts. But as we get down to writing, the nature of our thinking is changed from monologic into dialogic by the act of writing. The act of writing brings the writer into a triadic relationship with reader and text. Imaginative dialogue with the reader usually takes place as one writes. Here, the writing process gets complicated. On the one hand, the writer writes what he thinks from his own perspective. On the other hand, he has to shift to the perspective of the target reader and to read what he is writing. Such a dual process of writing as reader and reading as writer is necessary to articulate thinking. As a consequence, recursive and repetitive revision and rewriting become imperative in learning to write, and for intellectual enhancement as well.

Moreover, the different writing tasks also require different thinking and wording processes. Flower and Hays (1984) argue that the writing process involves "multiple representation of meaning, ranging from 'imagery, to metaphors and schemes, to abstract conceptual propositions, to prose'" (in Applebee, 1984, p. 583). Some studies included in the accompanying bibliography agree with their argument. Given these different styles of interfacing with the world, the writer has to decide which style or

genre best represents his or her ideas. To be strategic in this sense, the writer has to be conscious of the thinking activity and the appropriate process of representation in use.

From the preceding discussion of strategic thinking in the writing process, we can see that writing is a powerful means of intellectual development. In the writing process, learning and thinking are inseparable. We can hardly argue which part of the process is thinking and which is learning, or even which comes first. We may write to learn as well as write to think.

Writing also is an important means of empowerment. In writing, students participate actively not only in discovering themselves, but also in "transforming the world" (Freire, 1985). In producing their own text, the student-writers will bring in their perspectives and present the world as they see it, or imagine it. Therefore, writing activity should be taught in such a way that the student's initiative will be brought fully into play. That means writing should be an open-ended thinking, imagining activity in which learners are allowed to express themselves, to explore themselves, and to create their own texts. As teachers, we must learn to understand and appreciate children's texts first before making any move to help them; we must not suppress their voices by imposing on them what we think of as the right way of writing.

The goal of our teaching and coaching should be :o help them to become independent learners as well as free, rational human beings.

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Thinking Skills in English—And across the Curriculum

Widespread concern has been expressed in recent years by educators, journalists, and the public at large concerning students' poor thinking skills. The National Assessment of Educational Progress has reported that students show weaknesses in the logical processes required for clear communication. In *A Nation at Risk*, The National Commission on Excellence in Education noted that students have a poor command of intellectual skills such as drawing inferences and solving problems. And the College Board's Project EQuality booklet, *Academic Preparation for College*, called for the teaching of reasoning as a basic academic competency, along with reading, writing, speaking, listening, and mathematics. Finally, employers frequently report that young people lack the ability to think through problems and offer alternative solutions.

In spite of acknowledgement of the need to help students develop intellectual skills, little consensus exists about how thinking skills should be taught and who should teach them. Should thinking be taught as a separate skill, as part of each subject area, or as both? Do English and language arts teachers have a special role in the teaching of thinking skills? How do concepts like language and writing across the curriculum relate to thinking skills instruction? These issues will be discussed in this digest.

Thinking Skills Taught in Isolation

Numerous researchers and teachers believe that thinking skills can and should be the focus of special exercises, texts, and programs. In *Cognitive Process Instruction*, Jack Lochhead (1972) speaks of the need "to isolate specific cognitive skills and to design instructional material appropriate for each skill." Edward DeBono, author of the CoRT thinking skills program, claims that "generalizable thinking skills" can and should be taught, in addition to "local skills" required in particular subject matter areas. Howard Citron of Innovative Sciences believes that we must "systematically develop students' thinking and reasoning abilities in a 'purer' sense and directly build . . . transfer of these abilities to academic learning and real behavior." The idea that certain generic thinking abilities underlie school learning is basic to thinking skills programs like Strategic Reasoning, Structure of Intellect, and others (Bossone 1983).

However, there is little agreement among psychologists on what constitutes thinking, and no one has developed a compelling taxonomy of thinking skills for use in educational programs. Different program developers cite Piaget, Bloom, Guilford, Feuerstein, Erikson, and others as credible sources for their work. Each argues persuasively for a particular theoretical approach and makes claims for the feasibility of classroom applications. Researchers' claims for the effectiveness of various approaches are advanced cautiously and disputed vigorously.

Thinking Skills Taught in Each Subject Area

Ideally, training in thinking processes would be woven into subject area study. Two decades ago, much attention was given to Jerome Bruner's idea that the concepts central to each discipline can be taught through the discovery method (1960). In recent years, specialists in mathematics, visual arts, music, and other subjects have claimed that unique aspects of their disciplines involve distinctive mental skills, requiring specially tailored strategies for learning.

While some subject-specific thinking skills undoubtedly exist, it is also clear that numerous cognitive skills cut across several school subjects. In both history and literature, students must be able to infer motivation, understand sequences, and trace cause/effect relationships. Skill in estimation, measurement, and visual imagery are essential to woodworking and geometry alike. All subjects involve definitions that in turn include classification and specification, comparison and contrast. No discipline can claim exemption from many of the mental processes that the advocates of isolated instruction in thinking skills see as generic.

Thinking Skills in the English Language Arts

The English language arts, pre-K through college, inherently involve a wide range of essential thinking skills because of the close relationships between thinking and language as established by Piaget, Vygotsky, Luria, and others. Additionally, many aspects of reading and writing are pertinent to important thinking skills, as evidenced by the 1981 National Assessment of Educational Progress Report on *Reading, Thinking, and Writing*. Student writing samples were found to be lacking in the cognitive superstructures that inform clear writing—for example, organization of ideas, continuity, and cohesion.

Numerous theorists, researchers, and practitioners have linked generic thinking skills with subject matter traditionally associated with English and language arts instruction. Moffett and Wagner's (1983) K-13 program is perhaps the most expansive of the cognitive-based language arts curricula. Hays and others (1983) have explored writing as a mode of thinking. Relationships between class discussion and thinking have been articulated by Stanford and Roark (1974) and Staton (1984). Pearson and Tierney (1984) are among those who see reading as an active mental process involving the construction of meaning. The NCTE "Essentials of English" statement holds that teaching of creative, logical, and critical thinking is close to the core of effective English instruction.

English teachers have a special role in the teaching of thinking skills, precisely because of what Ernest Boyer (1983) calls "the centrality of language" in the curriculum. But of course, this role does not imply that language and thinking are the exclusive domain of English teachers. A broader conceptualization is needed—one that places language in perspective with both the subject-specific and the generic thinking skills involved in other disciplines.

Language and Thinking across the Curriculum

The pervasiveness of language in the teaching of all subjects and the close ties of oral and written language to thinking suggest that language across the curriculum is a primary concept in developing all thinking skills. John Carroll (1974) stated that "the various forms of pictorial expression are almost always accompanied by language and often require language

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to make them intelligible." Piaget (1971) has written that "language is but one among . . . many aspects of the semiotic function, even though it is in most instances the most important." Umberto Eco (1972) agrees that language is "the most powerful semiotic device that man has invented." Certainly language is used by musicians and visual artists in articulating their intentions and describing their techniques. And critical analysis of the elements in any nonlinguistic work involves language, as does description of the responses that the work invokes in us. Even highly abstract visualization processes in mathematics and intuitive psychomotor activities in athletics are, to some extent, mediated by language in school settings.

The student who is articulate in oral and written language has an indispensable tool for all school learning, because the ability to give shape to thought through language is a necessary (though not of course sufficient) skill in every subject. Christopher Thaiss (1984) points to "the inseparableness of language, thinking, and learning. If we do not apply the full range of language resources to our learning of any subject, then we stifle thought, conscious and unconscious, and so deprive ourselves of more than the most superficial understanding."

Note that Thaiss is not calling for teachers of other subjects to assume the English teacher's responsibility for teaching sentence structure, standard English usage, or compositional form and style. Rather, language across the curriculum means *verbalization as the fulfillment of understanding within each subject area.* A close look at good writing across the curriculum materials (e.g., *LiveWire;* Tchudi et al., 1983) supports this notion. The writing assignments call for exercise of students' generic thinking processes and those pertinent to the subject area. Oral and written "prewriting" activities serve as mental organizers, leading towards a coherent writing product that demonstrates deep understanding of the subject.

Finally, simple introspection provides a common-sense verification of the idea that skill in language is closely related to significant learning. In dealing with new and difficult content, from intricacies of grammar to computer programming, each of us tends to go through an initial "grasping" in which we understand key concepts but cannot converse fluently, much less write cogently, about them. As our exposure to the material increases, we are able to shape our comprehension through questions, tentative verbalizations, informal talk with others, reorganization of notes, and so forth. Through language, then, we gradually mold nascent insights into more cohesive forms. We not only *recognize* the structure of the subject (as one does in merely taking an objective test) but also verbally manipulate its ideas, *expressing* its orderliness in personalized and unique ways.

Language as a way of thinking and learning, then, is not merely a pedagogical catchphrase. It is an essential element in every classroom and the most persuasive way of insuring that thinking skills are, in fact, being taught effectively in every subject area.

Charles Suhor, ERIC/RCS

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

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Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

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Selected Abstracts from the ERIC Database

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED281204
AU: Anderson,-Philip-M.; Sunstein,-Bonnie-S.
TI: Teaching the Use of Metaphor in Science Writing.
PY: 1987
NT: 25 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Higher-Education; Learning-Strategies; Literary-Devices; Metacognition-; Rhetorical-Invention; Science-Instruction; Technical-Writing; Writing-Exercises; Writing-Improvement
DE: *Freshman-Composition; *Metaphors-; *Writing-Instruction; *Writing-Processes
AB: A freshman writing assignment sequence encouraged students to use metaphors to think their way through scientific topics, improving their writing skills in the process. The students were all women, aged 18 to 48 years, who had been journal writing for several months but who did not consider themselves competent readers or writers. Reading material was chosen for its use of metaphors to explain scientific topics. The writing component began with the students' own sometimes sketchy technical and scientific knowledge. At first, the students simply explored their topics. Later they were required to shift psychologically from the writer's or participant's role to the reader's or spectator's role. This revision stage also included shifting from the transactional to the poetic and from simile to metaphor. The students found that metaphors made a fluent connection between their personal experience and a scientific model, and they were encouraged to reflect on how they had benefitted from the stages of the assignment sequence and to examine their own cognitive growth. In the final stage, they wrote about their rhetorical choices and the thinking strategies they had used. The students agreed that their writing and grasp of the subject matter were improved by the use of metaphorical writing and thinking processes. (Fourteen references are included.) (AEW)

AN: ED227487
AU: Applebee,-Arthur-N.
TI: Learning to Write in the Secondary School. Final Report.
CS: Stanford Univ., Calif. School of Education.
PY: 1983
NT: 270 p.; For related document, see ED 197 347.
PR: EDRS Price - MF01/PC11 Plus Postage.
DE: Audiences-; Case-Studies; High-Schools; High-School-Students; Student-Characteristics; Student-Development; Textbook-Content; Textbook-Research; Writing-Exercises; Writing-Processes
DE: *Content-Area-Writing; *Instructional-Improvement; *Revision-Written-Composition; *Writing-Instruction; *Writing-Research; *Writing-Skills
AB: Focusing on the development of students' writing skills and on the instructional techniques used to promote those skills,

this report relates the findings of the second phase of the National Study of Writing in the Secondary School. In addition to further analysis of data collected during the first phase of the study, the report provides descriptions of two new undertakings--a study of textbooks in a variety of subject areas and case studies of the writing development of 15 students over a 16-month period. Chapter one provides an overview of the entire study, while chapter two concentrates on the textbook analysis and the case studies. Chapter three deals specifically with the writing activities found in the textbooks, and chapter four provides a detailed examination of the students involved in the case studies. Chapters five and six examine the writing of the students closely, focusing on the organizational patterns they are mastering. Chapters seven and eight concentrate on the varying approaches the students took to their writing tasks, as reflected in their conversations with researchers and in their drafts. Chapters nine and ten address both the link between the problems students have in writing and the extent of their knowledge about the topics they deal with and the role of writing as an aid to learning in the content areas. The final chapter suggests a framework and direction for reforming the teaching of writing. (Appendixes contain instruments used in the study.) (JL)

AN: EJ313059
AU: Applebee,-Arthur-N.
TI: Writing and Reasoning.
PY: 1984
JN: Review-of-Educational-Research; v54 n4 p577-96 Win 1984
AV: UMI
NT: Article preparation supported in part by the National Institute of Education, grant number NIE-B-82-0027. Earlier draft of this paper was presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
DE: Cultural-Influences; Educational-Policy; Educational-Research; Elementary-Secondary-Education; Learning-Processes; Literacy-; Research-Needs; Writing-Composition
DE: *Abstract-Reasoning; *Cognitive-Processes; *Writing-Processes
AB: Three research areas relevant to the relationship between writing and reasoning are reviewed: (1) cultural consequences of written language, including changes in reasoning ability; (2) individual consequences of particular writing experiences; and (3) the status of writing activities in American schools. Further research is needed to establish how writing contributes to reasoning. (BS)

AN: ED273994
AU: Applebee,-Arthur-N.; And-Others
TI: The Writing Report Card: Writing Achievement in American

Schools.
CS: National Assessment of Educational Progress, Princeton, NJ.
PY: 1986
AV: National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541-0001 ($12.50).
NT: 114 p.; For the report "Writing: Trends across the Decade, 1974-84," see ED 273 680; for "The Reading Report Card: Progress toward Excellence in Our Schools," see ED 264 550.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Content-Area-Writing; Critical-Thinking; Elementary-Secondary-Education; National-Surveys; Student-Attitudes; Teacher-Student-Relationship; Teaching-Methods; Trend-Analysis; Writing-Processes
DE: *Educational-Assessment; *Instructional-Effectiveness; *Writing-Evaluation; *Writing-Research; *Writing-Skills
AB: Based on the National Assessment of Educational Progress (NAEP) 1984 assessment of the writing achievement of American school children, this report presents national and demographic subgroup achievement results for students in grades four, eight, and eleven, and discusses students' attitudes toward writing and instruction. The first chapter describes the tasks and evaluation criteria used in the study and highlights results of the study, including the following: (1) although many students appeared to know the basic elements of analytic writing, such writing was difficult for students in all grades; (2) while most students could express their points of view in persuasive writing, many had difficulty providing evidence for those viewpoints; (3) students had less difficulty with tasks requiring short responses based on personal experience; (4) students found it moderately difficult to write well-developed stories; (5) home environment is related to writing achievement; (6) students who indicated writing three or more reports and essays during a 6-week period had higher achievement levels than students who reported not writing during that time period; (7) students' positive attitudes toward writing deteriorate steadily across the grades; (8) students reported that their teachers are more likely to mark mistakes than to show an interest in what they write or to make suggestions for the next paper; and (9) content area writing increases between grades four and eight, and decreases again in senior high school. The next four chapters provide specific achievement data by grade level for informative, persuasive, and imaginative writing, and for writing performance among various demographic subgroups. The remaining three chapters focus on students' responses to questions concerning writing and writing instruction, specifically, their values and attitudes toward writing, how they manage the writing process, and what they write and the help they receive. (HTH)

AN: ED281162
AU: Applebee,-Arthur-N.; And-Others
TI: Learning to Be Literate in America: Reading, Writing, and

Reasoning. The Nation's Report Card.
CS: National Assessment of Educational Progress, Princeton, NJ.
PY: 1987
AV: National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541.
NT: 52 p.; For the reports on which this document is based, see ED 264 550, ED 273 680, ED 275 701 and ED 273 994.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Adult-Basic-Education; Educational-Assessment; Educational-Development; Educationally-Disadvantaged; Educational-Practices; Elementary-Secondary-Education; Federal-Legislation; Public-Policy; Reading-Instruction; Social-Problems; Writing-Instruction
DE: *Administrator-Role; *Educational-History; *Functional-Literacy; *High-Risk-Students; *Literacy-Education; *Teacher-Role
AB: Intended for educators, policymakers, and anyone concerned with the nation's reading skills, this booklet draws on four recent reports in the Nation's Report Card series, which are based on findings of the National Assessment of Educational Progress (NAEP). The first chapter discusses two important components of literacy--the ability to achieve a surface understanding of written materials and the ability to reason effectively about one's reading and writing. NAEP results are briefly discussed as a basis for the second chapter, which presents an overview of literacy development in America. The third chapter focuses on those who are at risk because of poor literacy skills, particularly children and young adults from minority groups and children without home support for literacy. The fourth chapter discusses the impact that an early exposure to print, appropriate instruction and homework can have on literacy skills. The final chapter explores two important initiatives for educators, policymakers, and the nation: (1) the at-risk population must be provided with targeted help to ensure that it has the opportunity to develop the literacy skills necessary for full participation in this society, and (2) educational approaches must be modified so that all children learn to reason more effectively about what they read and write. Recommendations derived from these initiatives are outlined for policymakers, administrators, and teachers. Graphs and statistical data are included. (JD)

AN: ED265558
AU: Applebee,-Arthur-N.; And-Others
TI: Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
CS: Stanford Univ., Calif.
PY: 1984
AV: Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($27.50 hardcover, $17.95 paperback).

NT: 224 p.
PR: Document Not Available from EDRS.
DE: Prior-Learning; Revision-Written-Composition; Secondary-Education; Task-Analysis; Writing-Instruction; Writing-Processes
DE: *Content-Analysis; *Content-Area-Writing; *Textbook-Content; *Textbook-Research; *Writing-Research
AB: Building upon the National Study of Writing in the Secondary School conducted in 1981, this volume presents the results of recent scholarly inquiry into the nature of writing. Background information for the study is discussed in chapter 1, while chapter 2 describes the additional data that have been gathered since the national survey: a study of textbooks in a variety of secondary school subject areas and a longitudinal study of the writing development of 15 students over a 16-month period. It also describes the system for analyzing student writing in terms of the audience addressed and the functions of writing. Chapter 3 reports the results from the study of the writing activities suggested in popular textbooks, and chapter 4 introduces the case study students and the writing they undertook during the 16 months. Chapters 5 and 6 examine this writing in more detail, focusing on the organizational patterns students are mastering. Chapters 7 and 8 concentrate on the varying approaches students took to their writing tasks, while chapters 9 and 10 address the link between the problems students have in writing, their knowledge of the topic under consideration, and the role of writing as an aid to learning in content area classrooms. Chapter 11 develops in more detail the notion of instructional scaffolding and its usefulness in improving writing instruction. Finally, chapter 12 highlights the findings and suggests some questions that need to be addressed in future studies. (HOD)

AN: ED294181
AU: Bordner,-Marsha-S., Ed.
TI: Strategies in Composition: Ideas That Work in the Classroom.
CS: Clark Technical Coll., Springfield, Ohio.
PY: 1988
NT: 41 p.; Project funded jointly by the Ohio Board of Regents, participating high schools, and Clark Technical College.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Creative-Writing; English-Instruction; Higher-Education; High-Schools; Teaching-Methods; Writing-Exercises; Writing-Instruction; Writing-Processes; Writing-Skills
DE: *Educational-Strategies; *Writing-Composition
AB: This collection of essays by college and high school faculty represents a variety of practical approaches that can be used in composition classes. The essays and their authors are as follows (1) "Undercover Preparation" (Judy Anderson); (2) "Paragraph Development from Visualization: 'a paragraph ain't nothing but a sandwich!'" (Frances Noel Barber); (3) "A Pre-Writing Strategy" (Marsha S. Bordner); (4) "Preparing the Way to Writing an

Argumentative-Persuasion Essay" (Ellen Carey); (5) "Today in History" (Janet Gabbard); (6) "The Obituary" (Terry Hartley); (7) "A Progressive Portfolio" (Cynthia Heitman); (8) "Graveyards Needn't be Grave--or, Writing Epitaphs for Writing Proficiency" (Nancy Hempstead); (9) "The Use of a Journal in Teaching College Physics" (Bob Henscheid); (10) "Teaching Grammar" (Cindy Herndon); (11) "Experiment in Free Writing" (Angie Holloway); (12) "Evolution of Evaluation and Me" (Mark Hopkins); (13) "The Conference Dilemma" (Margaret Howell); (14) "Writing an Article on a Sports Event" (Denny Lane); (15) "Conquering Trauma with Group Writing" (Kim Music); (16) "Using Small Group Collaboration to Assess Student Writing" (Steven Olson); (17) "Using Writing Groups in a Writing Lab" (Carmen Olszewski); (18) "Learning Writing Skills through the Family Genealogy" (Sarma Orlowski); (19) "The Fantastic Me--Front Page News" (Ann N. Pearson); (20) "A Strategy for Giving Final Exams to Developmental Students" (Jackie Reeb); (21) "Objective Evaluation of Papers" (Linda Schmitmeyer); (22) "Personality Games as Preparation for Character Analysis" (Margaret E. Tabor); (23) "A Weekly Paragraph Assignment" (Rob Umble); and (24) "Planning Sheets for Formal Papers" (Janette Yoder). Attached to some papers are sample teaching aids illustrating the techniques described. (MS)

AN: EJ363510
AU: Dangel,-Harry-L.
TI: Promoting Writing STARS.
PY: 1988
JN: Academic-Therapy; v23 n3 p249-54 Jan 1988
AV: UMI
DE: Elementary-Secondary-Education
DE: *Learning-Disabilities; *Learning-Strategies; *Metacognition-; *Mnemonics-; *Student-Motivation; *Writing-Instruction
AB: Teachers can increase the written production of learning disabled students by using mnemonic strategies when planning and teaching written expression skills. The STARS (Structure Talking Assistance Reinforcement Self-Management) procedure is designed to provide the motivational remediation that encourages students with limited writing skills to participate in classroom writing activities. (Author/VW)

AN: EJ368915
AU: Englert,-Carol-Sue; Raphael,-Taffy-E.
TI: Constructing Well-Formed Prose: Process, Structure, and Metacognitive Knowledge.
PY: 1988
JN: Exceptional-Children; v54 n6 p513-20 Apr 1988
AV: UMI
NT: Special Issue: Research and Instruction in Written Language.
DE: Dialogs-Language; Elementary-Secondary-Education;

Modeling-Psychology; Prose-; Teaching-Methods
DE: *Expository-Writing; *Learning-Disabilities; *Metacognition-; *Writing-Difficulties; *Writing-Instruction; *Writing-Processes
AB: The expository writing difficulties of exceptional students are examined in relationship to the writing process, expository text structures, and students' metacognitive knowledge. Approaches to the teaching of expository writing are discussed, and a dialogic approach, involving teacher modeling and a series of think sheets, is described. (Author/JDD)

AN: ED282220
AU: Fitzgerald,-Jill; Markham,-Lynda-R.
TI: Teaching Children about Revision in Writing.
PY: 1987
NT: 43 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Grade-6; Intermediate-Grades; Learning-Processes; Metacognition-; Prior-Learning; Problem-Solving; Schemata-Cognition; Teaching-Methods; Writing-Research
DE: *Knowledge-Level; *Revision-Written-Composition; *Writing-Instruction; *Writing-Skills
AB: A study investigated the effects of direct instruction in the process of revision on students' knowledge of the revision process, their ability to make revisions on paper, and the quality of their writing. Subjects, 30 sixth grade students, were divided into an experimental and a control group. The experimental group received instruction in the revision process while the control group read quality literature. After instruction, all subjects wrote a brief story. The next day, subjects were given an opportunity to revise their stories and to write another draft. Experimental group subjects were interviewed about potential revisions while control group subjects received no advice. The main variables analyzed were the number of areas suggested for revision, the average specificity of suggested changes, the total number of revisions made, and the quality scores obtained for the first and final draft. Results indicated that instruction did affect knowledge of the revision process and enhance revision efforts. Specifically, findings showed (1) that when compared to the control treatment, direct instruction in the process of revision did affect aspects of sixth graders' knowledge of the revision process; (2) that the instruction affected efforts to make revisions on paper, though there were no differential effects on types of revisions made; and (3) that the revision instruction affected the quality of the children's stories across drafts--judgments of quality for the experimental group increased substantially, while the same judgments for the control group remained relatively stable. (Six pages of references are included.) (JD)

AN: EJ388603
AU: Fleckenstein,-Kristie-S.
TI: Progress Logs: Teaching Writing Process Awareness.
PY: 1989
JN: Teaching-English-in-the-Two-Year-College; v16 n2 p106-12 May 1989
AV: UMI
DE: Higher-Education; Teaching-Methods; Writing-Instruction
DE: *Cognitive-Processes; *Metacognition-; *Student-Journals; *Writing-Processes
AB: Suggests that students keep writing logs (a record of problems and solutions, techniques, and strategies) as a way to develop conscious control of their writing processes. (RAE)

AN: EJ365883
AU: Hancock,-Gillian
TI: Developing Children's Writing through a Thematic Approach.
PY: 1987
JN: Reading; v21 n3 p185-204 Nov 1987
AV: UMI
DE: Elementary-Education; Foreign-Countries; Reading-Research; Writing-Research
DE: *Interdisciplinary-Approach; *Reading-Writing-Relationship; *Writing-Instruction
AB: Outlines a project designed to develop and extend the writing of 10- and 11-year-old students that utilized an interdisciplinary thematic approach and emphasized writing within meaningful contexts. The unit, which linked the study of color with Bible study, incorporated the strategies of conferencing and drafting. (SKC)

AN: EJ371903
AU: Haviland,-Carol-Peterson; Pittendrigh,-Adele
TI: Writing Discovery Journals: Helping Students Take Charge.
PY: 1988
JN: College-Composition-and-Communication; v39 n1 p84-85 Feb 1988
AV: UMI
DE: College-English; Discovery-Processes; Freshman-Composition; Higher-Education; Writing-Exercises
DE: *Writing-Processes
AB: Argues that journal writing expands students' discoveries about themselves as writers, and extends their abilities to take charge of writing assignments in both English and non-English courses. (MS)

AN: ED267396
AU: Hayes,-John-R.; And-Others
TI: Cognitive Processes in Revision. CDC Technical Report No. 12.

CS: Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
PY: 1985
NT: 89 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Behavior-Patterns; Learning-Theories; Reading-Comprehension; Rhetorical-Invention; Writing-Evaluation
DE: *Cognitive-Processes; *Learning-Strategies; *Models-; *Protocol-Analysis; *Revision-Written-Composition; *Writing-Processes
AB: A new model of the revision process in written composition, based on the results of thinking aloud protocol studies, is presented in this report. The report begins by discussing earlier observations and theories of revision that establish four points: (1) there are large differences among writers in the amount of revising they do, (2) expert revisors attend to more global revising problems than do novices, (3) writers have more difficulty detecting faulty referring expressions when revising their own text than when revising the texts of other writers, and (4) the ability to detect text problems appears to be separate from the ability to fix these problems. The report then describes the model according to the following central subprocesses: task definition, evaluation for problem detection and diagnosis, and strategy selection. The report concludes with a detailed discussion of the protocol data on which the model is based. References, tables of data, a sample revision task, and an explanation of talk-aloud protocols of the revision process are appended. (HOD)

AN: EJ289571
AU: Hillocks,-George, Jr.; And-Others
TI: Teaching Defining Strategies as a Mode of Inquiry: Some Effects on Student Writing.
PY: 1983
JN: Research-in-the-Teaching-of-English; v17 n3 p275-84 Oct 1983
AV: UMI
DE: College-Students; Higher-Education
DE: *Definitions-; *Inquiry-; *Writing-Improvement; *Writing-Instruction; *Writing-Research
AB: Examines the effects on writing of involving students in using strategies of defining as inquiry, versus the effects of their analyzing and initiating model definitions. (HOD)

AN: EJ357897
AU: Kellogg,-Ronald-T.
TI: Writing Performance: Effects of Cognitive Strategies.
PY: 1987
JN: Written-Communication; v4 n3 p269-98 Jul 1987
DE: Cognitive-Processes; Higher-Education; Writing-Research
DE: *Outlining-Discourse; *Writing-Improvement;

*Writing-Instruction; *Writing-Processes; *Writing-Skills
AB: Examines whether the cognitive strategies of outlining and draft writing enhance college students' writing performance. Reports that outlines improved the quality of writing, but did not enhance efficiency. Rough drafts did not affect quality or efficiency. A survey of faculty revealed that outlines correlated positively with productivity, whereas drafting did not. (SKC)

AN: ED305646
AU: Labercane,-George
TI: Talking the Loneliness out of Writing.
PY: 1988
NT: 17 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Grade-4; Grade-5; Grade-6; Intermediate-Grades; Participant-Observation; Qualitative-Research; Writing-Research
DE: *Classroom-Communication; *Writing-Processes
AB: A study examined the role of talk in the writing act. The study utilized participant observational techniques in an attempt to discover how talk was implicated in all stages of writing. Subjects were three fourth, fifth, and/or sixth grade informants, with one student emerging as the key informant in the study. Results indicated that talk appeared to be a crucial aspect of writing, beginning with planning and moving to conferencing, collaborating, and revising. In all cases, talk was viewed as an internal process of reflective dialogue and an external act in which the writer actively engaged in dialogue with peers in an attempt to clarify textual meaning. Part of talking the loneliness out of writing is recognizing that all composing strategies are, in relevant ways, socially based. In other words, writing depends on talk as a means for planning all the way through to revising. Just as speaking tries to convey the speaker's intentions to others, thereby overcoming the isolation of egocentric talk, so it is in writing that talk is used as a vehicle for clarifying the writer's intentions to others. When there is success in both endeavors there is a fundamental sense in which completion is achieved. (Fourteen references are attached.) (RAE)

AN: ED241938
AU: Laney,-James-D.
TI: Composition in the Intermediate Grades: How to Promote Thinking and Creativity.
PY: 1983
NT: 33 p.; Paper presented at the Annual Meeting of the California Educational Research Association (Los Angeles, CA, November 17-18, 1983).
PR: EDRS Price - MF01/PC02 Plus Postage.

DE: Intermediate-Grades; Learning-Processes; Learning-Strategies; Peer-Evaluation; Prewriting-; Prior-Learning; Revision-Written-Composition; Teaching-Methods; Writing-Evaluation; Writing-Processes
DE: *Creative-Thinking; *Metacognition-; *Problem-Solving; *Writing-Instruction; *Writing-Skills
AB: Use of metacognitive strategies, creative problem solving, and creative thinking techniques in intermediate grade writing instruction can promote students' thinking and creativity. Metacognitive strategies can help students attack the writing task in an orderly fashion. Answering specific questions for descriptive, expository, narrative, or persuasive writing, for example, can help students shape their verbalizations before, during, and after writing paragraphs. Prewriting verbalizations and composition planning worksheets can substitute for the formal outline. Creative problem solving as applied to written composition involves such prewriting activities as stimulation, recreation of impressions, selection of a creative problem, peer group consultation, and oral brainstorming, while writing and rewriting include writing consultation and sharing writing with an appropriate audience. Creative thinking techniques such as brainstorming, attribute listing, morphological synthesis, and synectics methods can help writers supplement their store of intuitive ideas. (Appendixes include composition planning worksheets, a completed descriptive paragraph, and creative thinking worksheets.) (MM)

AN: ED286205
AU: Langer,-Judith-A.; Applebee,-Arthur-N.
TI: How Writing Shapes Thinking: A Study of Teaching and Learning. NCTE Research Report No. 22.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1987
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 21802-222, $6.95 member, $8.95 nonmember).
NT: 173 p.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Classroom-Environment; High-Schools; Reading-Writing-Relationship; Teacher-Role; Teacher-Student-Relationship; Writing-Exercises; Writing-Research
DE: *Content-Area-Writing; *Writing-Instruction
AB: In the belief that effective writing instruction can be a critical component in successful learning, and to better understand the role that writing plays in content area learning, this book presents an extensive study of writing assignments in the secondary school curriculum. Following an introduction, the book provides an overview of the project, chapters 1 and 2 highlighting the data gathered and analytical methods used. The third chapter of the book provides a detailed introduction to the observations of teachers and their students, with some general

findings about ways in which they used writing in the teaching of academic subjects. The fourth chapter describes the types of writing activities that worked in aa variety of content-area classrooms. Chapter 5 shifts focus away from the activities provided and toward the redefinition of teaching and learning that occurred in the classrooms where writing worked best to foster learning. Chapters 6 through 8 examine the kinds of thinking promoted by different types of writing in the classroom. The final chapter brings together concerns about the roles of teacher and learner in the instructional interaction, providing a theoretical framework, practical suggestions for an alternative model of instruction, and a discussion of the constraints that must be addressed if wide-scale use of writing to support learning is to become a reality. A five-page reference list and two appendices are included. (HTH)

AN: EJ324887
AU: Langer,-Judith-A.; Applebee,-Arthur-N.
TI: Learning to Write: Learning to Think.
PY: 1985
JN: Educational-Horizons; v64 n1 p36-38 Fall 1985
AV: UMI
DE: Learning-Activities; Mathematics-; Sciences-; Social-Studies
DE: *Cognitive-Development; *Content-Area-Writing;
*Curriculum-Development; *Instructional-Materials;
*Skill-Development; *Writing-Skills
AB: The authors suggest a broad range of writing activities for students in subject area classes, which will foster content learning as well as writing proficiency; a network of teachers skilled in developing curriculum materials based on writing; and expectations for writing in content area classes, such as mathematics, science, and social studies. (CT)

AN: ED234420
AU: Langer,-Judith-A.; Applebee,-Arthur-N.
TI: Learning to Manage the Writing Process: Tasks and Strategies.
PY: [1983]
NT: 17 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Peer-Evaluation;
Writing-Skills
DE: *Revision-Written-Composition; *Student-Motivation;
*Teacher-Role; *Teaching-Methods; *Writing-Evaluation;
*Writing-Processes
AB: Teachers can use a variety of techniques to help students learn to manage the writing process of generating ideas, writing, and revising material. To assist students in developing their ideas about a topic, acquiring additional information, and integrating new information with previous ideas--all part of the generating phase--teachers can give instruction in brainstorming,

free association, freewriting, evaluating information, and selecting methods for organizing material. To provide young writers with relevant support and instruction during the drafting process, teachers can model unfamiliar genres, permit imitation in early drafts, allow class time for writing, and encourage nongraded writing such as journal writing. To help students learn when and how to revise, teachers can organize peer response and editing groups, model the revising process in class, engage in written dialogue with students about their evolving drafts, and provide time between drafts to allow students to reassess their own writing. (MM)

AN: ED273959
AU: Lazere,-Donald
TI: Composition for Critical Thinking: A Course Description.
PY: 1982
NT: 110 p.; Appendix 6 contains light, broken type.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Cognitive-Development; Cultural-Awareness; Data-Interpretation; Evaluation-Methods; Evaluative-Thinking; Expository-Writing; Higher-Education; Logical-Thinking; Mass-Media-Effects; Persuasive-Discourse; Political-Influences; Political-Socialization; Research-Skills; Secondary-Education; Student-Reaction
DE: *Course-Content; *Critical-Thinking; *Intellectual-Development; *Rhetorical-Criticism; *Writing-Improvement
AB: Intended for college or secondary school teachers of courses beyond the basic level in freshman English and composition, this course description treats components of composition for critical thinking, including semantics, tone, logic, and argumentation, and their application to writing critical, argumentative, and research papers. The introduction discusses current theory, research, and teaching in composition. The course outline is designed for two 15-week terms, each with a set of required readings and writing assignments. The first term portion of the outline covers the following topics: basics, exposition, and development; fact, opinion, and evidence; logic and argumentative rhetoric; causes and patterns of subjectivity, partisanship, and bias; political rhetoric and semantics; and rhetorical/semantic/political analysis of mass media. The second term portion of the outline is structured to cover (1) an introduction to research and to information evaluation; (2) fact, opinion, and evidence; (3) logic and argumentative rhetoric; (4) causes and patterns of subjectivity, partisanship, and bias; (5) political rhetoric and semantics; and (6) rhetorical/semantic/political analysis of mass media. A postscript is included in which students' feedback to actual "composition for critical thinking" courses is discussed. Appendices include: a list of current periodicals with a center-conservative to center-liberal orientation; suggestions

for research paper topics; a checklist for analyzing arguments; and a semantic calculator for bias in rhetoric. (JD)

AN: EJ305317
AU: Monahan,-Brian-D.
TI: Revision Strategies of Basic and Competent Writers as They Write for Different Audiences.
PY: 1984
JN: Research-in-the-Teaching-of-English; v18 n3 p288-304 Oct 1984
AV: UMI
DE: Behavior-Patterns; Case-Studies; Comparative-Analysis; Grade-12; High-Schools; Peer-Influence; Teacher-Influence; Writing-Research
DE: *Revision-Written-Composition; *Writing-Processes
AB: Describes the revision strategies of basic and competent twelfth-grade writers as they wrote for their teachers and their peers. (HOD)

AN: ED294202
AU: Pytlik,-Betty-P.
TI: Sequenced Writing Assignments: What's Been Done and Why?
PY: 1987
NT: 15 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cognitive-Processes; Course-Organization; Higher-Education; Instructional-Effectiveness; Sequential-Learning; Teaching-Methods; Writing-Skills
DE: *Freshman-Composition; *Sequential-Approach; *Writing-Processes
AB: Sequenced writing assignments--a series of related writing tasks--offer students frequent opportunities to write and to acquire writing skills through redundancy, progressively more complicated cognitive and rhetorical demands, and a diversity of learning activities. The most frequently identified goal of sequencing is to move students beyond personal knowledge and personal responses to shared values and traditions. Other goals include developing cognitive skills, integrating reading and writing, and building critical thinking skills. To help students achieve these goals, sequenced assignments are arranged linearly, from easier to hardest in terms of cognitive demands. In addition, for each assignment a subset of tasks leads students through the writing process, from brainstorming to editing. Finally, sequenced assignments are recursive, allowing students to draw not only from strategies used in previous assignments, but also from the information and situations in those assignments. Planning sequences around a theme, such as the family, offers students a chance to become deeply engaged in their material, to use writing as a way of coming to know. (A

selected sequencing assignment bibliography and eight sequenced writing assignments for freshman composition are appended.) (MM)

AN: ED274999
AU: Raphael,-Taffy-E.; And-Others
TI: Students' Metacognitive Knowledge about Writing. Research Series No. 176.
CS: Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PY: 1986
AV: Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
NT: 45 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Classroom-Environment; Cognitive-Processes; Intermediate-Grades; Knowledge-Level; Learning-Processes; Questioning-Techniques; Student-Reaction; Teaching-Methods; Writing-Laboratories; Writing-Skills
DE: *Expository-Writing; *Metacognition-; *Writing-Improvement; *Writing-Instruction; *Writing-Processes; *Writing-Research
AB: To determine students' metacognitive knowledge of the expository writing process, a study analyzed fifth and sixth graders' declarative, procedural, and conditional knowledge by means of group questionnaires and individual interviews at all stages of their participation in one of three year-long writing programs. The programs emphasized social context, purpose and audience, and/or the use of text structure knowledge in writing. Results suggested that creating a social context enhanced students' awareness of audience, purpose, and the different aspects of the writing process. Instruction in text structure seemed to enhance students' understanding of both the questions answered by expository writers and the conventions used in expository writing, such as key words and phrases. The combined program resulted in students' enhanced understanding of the extent to which these conventions can be used as signals to their readers of their writing's purpose. Findings showed that all the programs had a positive impact on students' knowledge about the writing process and writing strategies. Observations also revealed that students used this knowledge in other curricular areas. (Tables of data and some student commentary from individual interview sessions are included. (JD)

AN: ED305621
AU: Rosenberg,-Vivian-M.
TI: Reading, Writing, and Thinking: Critical Connections.
PY: [1989]
AV: McGraw-Hill Book Co., 13955 Manchester Rd., Manchester, MO 63011 ($14.95).
NT: 209 p.

PR: Document Not Available from EDRS.
DE: Higher-Education; Reading-Strategies; Reading-Writing-Relationship
DE: *Critical-Thinking; *Metacognition-; *Reading-Skills; *Writing-Instruction; *Writing-Skills
AB: Intended to improve critical thinking skills (and thereby the reading and writing skills that depend on critical thinking) through awareness of thinking patterns and activities, this textbook has three parts. Part 1, "Foundations: Thinking about Thinking," examines how our minds work as we try to make sense of the world around us and of our experiences in it. This part contains the following chapters: (1) Thinking about Ideas; (2) Thinking about Feelings; and (3) Thinking about Language. Part 2, "Practical Applications: Strategies for Nonfiction Writing and Reading," which introduces problem-solving strategies for approaching many of the reading and writing tasks to be faced in academic and professional settings, contains the following chapters: (4) The Writer's Strategies; (5) The Reader's Strategies; and (6) How to Write about Nonfiction Texts. Part 3, "Readings," contains articles which elaborate on the topics introduced in previous chapters. (SR)

AN: ED292097
AU: Simpson,-Michele-L.; And-Others
TI: PORPE: A Comprehensive Study Strategy Utilizing Self-Assigned Writing. College Reading and Learning Assistance Technical Report No. 87-04.
CS: Georgia State Univ., Atlanta.
PY: 1987
NT: 22 p.; Paper presented at the Western College Reading and Learning Association (20th, Albuquerque, NM, April 10, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Higher-Education; Reading-Tests; Skill-Development; Writing-Processes; Writing-Research
DE: *Essay-Tests; *Learning-Strategies; *Study-Skills; *Writing-Exercises; *Writing-Instruction
AB: PORPE, a comprehensive strategy system utilizing writing, was originally created for students who wanted to know how to study for essay examinations in their college courses. With PORPE, students are involved in (1) predicting potential essay questions to guide subsequent study; (2) organizing key ideas using their own words, structure, and methods; (3) rehearsing the key ideas; (4) practicing the recall of the key ideas in self-assigned writing tasks; and (5) evaluating the completeness, accuracy, and appropriateness of their written text. In order to investigate the effectiveness of PORPE, 65 specially admitted college students enrolled in a developmental studies learning strategy course were randomly assigned to an experimental or control group. The experimental group was guided through the five steps of PORPE, and then, both groups were given two days to study their self-developed training materials and tested afterwards.

Results showed that the students trained in PORPE scored significantly better on their initial and even delayed essay and multiple choice exams. (Two sets of tables, one figure, and 14 references are attached.) (JK)

AN: EJ367277
AU: Slaughter,-Judith-Pollard
TI: "That's What I Mean to Say": Strategies to Help Children Revise.
PY: 1988
JN: Canadian-Journal-of-English-Language-Arts; v11 n1 p10-14 1988
DE: Coherence-; Elementary-Education; Language-Experience-Approach; Oral-Reading; Peer-Groups; Teaching-Methods; Writing-Skills
DE: *Demonstrations-Educational; *Editing-; *Revision-Written-Composition
AB: Presents strategies for teachers: 1) to demonstrate to children the need for content revision; 2) to help children clarify the content of their writing; 3) to show children the need for editing changes; and 4) to assist children in their editing effort. (SD)

AN: ED291090
AU: Slaughter,-Judith-Pollard
TI: A Focus on Revision: Some Teaching Strategies.
PY: [1987]
NT: 12 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Language-Experience-Approach; Peer-Groups; Teaching-Methods; Writing-Composition; Writing-Exercises; Writing-Processes; Writing-Skills
DE: *Revision-Written-Composition; *Writing-Improvement; *Writing-Instruction
AB: Revision, an essential component of the writing process, encompasses two basic elements: rewriting the content to assure clarity, and editing the draft to eliminate mechanical and grammatical errors. It is important for teachers to plan lessons directed specifically toward helping children make more sense of their messages. This document presents a number of strategies designed for teachers (1) to demonstrate to children the need for content revision; (2) to help children clarify the content of their writing; (3) to demonstrate to children the need for editing changes; and (4) to assist children in their editing efforts. The recommended strategy for demonstrating the need for revision presents a writing model that contains mistakes and allows students to suggest improvements. The strategies for teaching revision skills use the language experience approach, and emphasize peer interaction. (ARH)

AN: EJ368584
AU: Walker,-Ian
TI: Process Writing in the Content Areas.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n4 p243-53 Nov 1987
NT: Focus Issue: Non-narrative Writing.
DE: Elementary-Education; Integrated-Curriculum; Models-; Prewriting-; Writing-Across-the-Curriculum
DE: *Content-Area-Writing; *Writing-Instruction; *Writing-Processes
AB: Urges that teachers consider a broader view of the writing process and experiment with the notion of children applying the skills of process writing to their writing in the content areas. Outlines the major phases of process writing and discusses their application to writing in content areas. (MM)

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